

Walker-Gamble Elementary

2358 Walker-Gamble Road
New Zion, SC 29111

Grades	PK-5 Elementary School	
Enrollment	625 Students	
Principal	Sheila C. Floyd	843-659-2102
Superintendent	Dr. Mary Crenshaw	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	23	72	7	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Good	Good	Yes
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	Yes

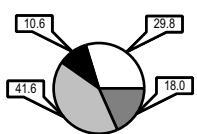
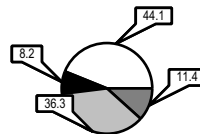
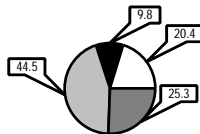
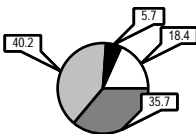
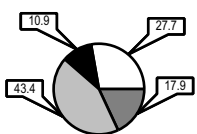
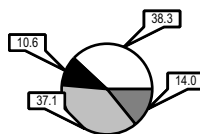
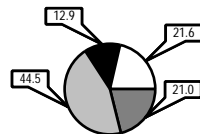
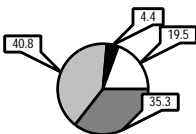
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	252	97.2	16.8	40.8	36.6	5.9	52.9	Yes	Yes
Gender									
Male	130	96.2	22.3	47.1	26.4	4.1	42.1	N/A	N/A
Female	122	98.4	11.1	34.2	47.0	7.7	64.1	N/A	N/A
Racial/Ethnic Group									
White	153	98.0	8.8	35.4	48.3	7.5	66.7	Yes	Yes
African American	91	96.7	29.8	52.4	15.5	2.4	28.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	216	99.1	10.6	42.8	40.4	6.3	57.2	N/A	N/A
Disabled	36	86.1	60.0	26.7	10.0	3.3	23.3	I/S	I/S
Migrant Status									
Migrant	6	83.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	246	97.6	16.3	41.6	36.1	6.0	52.8	N/A	N/A
English Proficiency									
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	97.6	16.3	41.6	36.1	6.0	52.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	150	96.0	22.1	50.0	24.3	3.6	42.1	Yes	Yes
Full-pay meals	100	99.0	9.2	27.6	54.1	9.2	68.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	252	98.0	18.8	45.4	25.8	10.0	52.9	Yes	Yes
Gender									
Male	130	96.9	23.0	45.1	23.0	9.0	49.2	N/A	N/A
Female	122	99.2	14.4	45.8	28.8	11.0	56.8	N/A	N/A
Racial/Ethnic Group									
White	153	98.7	13.5	37.8	33.8	14.9	67.6	Yes	Yes
African American	91	96.7	28.6	56.0	13.1	2.4	26.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	216	100.0	14.8	46.2	28.1	11.0	56.7	N/A	N/A
Disabled	36	86.1	46.7	40.0	10.0	3.3	26.7	I/S	I/S
Migrant Status									
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	246	98.0	18.8	44.9	26.1	10.3	52.6	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	98.0	18.8	44.9	26.1	10.3	52.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	150	97.3	25.4	52.8	16.2	5.6	40.1	Yes	Yes
Full-pay meals	100	99.0	9.2	34.7	39.8	16.3	71.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	252	97.2	42.7	37.3	11.6	8.3	19.9
Gender							
Male	130	96.2	47.2	32.5	10.6	9.8	20.3
Female	122	98.4	38.1	42.4	12.7	6.8	19.5
Racial/Ethnic Group							
White	153	98.0	28.2	42.3	16.8	12.8	29.5
African American	91	96.7	68.2	28.2	2.4	1.2	3.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	216	99.1	39.4	38.9	13.0	8.7	21.6
Disabled	36	86.1	63.6	27.3	3.0	6.1	9.1
Migrant Status							
Migrant	6	83.3	I/S	I/S	I/S	I/S	I/S
Non-Migrant	246	97.6	42.8	36.9	11.9	8.5	20.3
English Proficiency							
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	97.6	42.8	36.9	11.9	8.5	20.3
Socio-Economic Status							
Subsidized meals	150	96.0	53.5	35.2	7.0	4.2	11.3
Full-pay meals	100	99.0	27.3	40.4	18.2	14.1	32.3

Social Studies							
All Students	252	97.2	28.6	42.3	18.3	10.8	29.0
Gender							
Male	130	96.2	30.1	41.5	16.3	12.2	28.5
Female	122	98.4	27.1	43.2	20.3	9.3	29.7
Racial/Ethnic Group							
White	153	98.0	20.8	40.3	21.5	17.4	38.9
African American	91	96.7	44.7	42.4	12.9	0.0	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	216	99.1	24.5	43.3	20.7	11.5	32.2
Disabled	36	86.1	54.5	36.4	3.0	6.1	9.1
Migrant Status							
Migrant	6	83.3	I/S	I/S	I/S	I/S	I/S
Non-Migrant	246	97.6	29.2	41.5	18.2	11.0	29.2
English Proficiency							
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	97.6	29.2	41.5	18.2	11.0	29.2
Socio-Economic Status							
Subsidized meals	150	96.0	36.6	46.5	12.0	4.9	16.9
Full-pay meals	100	99.0	17.2	36.4	27.3	19.2	46.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	77	98.7	6.9	31.9	56.9	4.2	61.1
	4	86	98.8	20.3	44.3	34.2	1.3	35.4
	5	99	100.0	20.8	52.1	25.0	2.1	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	97.9	13.6	29.5	46.6	10.2	56.8
	4	75	100.0	15.1	43.8	35.6	5.5	41.1
	5	83	94.0	22.1	50.6	26.0	1.3	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	77	98.7	16.7	59.7	18.1	5.6	23.6
	4	86	100.0	30.0	33.8	23.8	12.5	36.3
	5	99	100.0	21.9	46.9	28.1	3.1	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	98.9	13.5	44.9	36.0	5.6	41.6
	4	75	100.0	17.8	42.5	27.4	12.3	39.7
	5	83	95.2	25.6	48.7	12.8	12.8	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	77	98.7	33.3	48.6	13.9	4.2	18.1
	4	86	100.0	43.8	31.3	16.3	8.8	25.0
	5	99	100.0	38.5	34.4	15.6	11.5	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	97.9	37.5	39.8	19.3	3.4	22.7
	4	75	100.0	46.6	34.2	8.2	11.0	19.2
	5	83	94.0	45.0	37.5	6.3	11.3	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	77	98.7	23.6	63.9	8.3	4.2	12.5
	4	86	100.0	21.3	37.5	27.5	13.8	41.3
	5	99	100.0	28.1	47.9	14.6	9.4	24.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	97.9	19.3	46.6	27.3	6.8	34.1
	4	75	100.0	16.4	45.2	17.8	20.5	38.4
	5	83	94.0	50.0	35.0	8.8	6.3	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 625)				
First graders who attended full-day kindergarten	97.9%	Down from 99.0%	100.0%	100.0%
Retention rate	6.9%	Up from 6.5%	2.7%	2.8%
Attendance rate	95.3%	Down from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%	Down from 3.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%	Down from 3.1%	0.0%	0.0%
Eligible for gifted and talented	11.5%	Up from 10.6%	10.7%	10.4%
On academic plans	27.3%	N/AV	38.5%	33.6%
On academic probation	0.0%	N/AV	1.6%	1.0%
With disabilities other than speech	6.8%	Down from 7.0%	8.3%	7.5%
Older than usual for grade	5.5%	Down from 5.6%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	56.4%	Down from 61.5%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.9%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.3%	Down from 97.3%	88.2%	87.3%
Teacher attendance rate	98.1%	Up from 91.7%	94.8%	94.9%
Average teacher salary	\$41,093	Down 2.7%	\$42,505	\$42,485
Prof. development days/teacher	8.5 days	Down from 12.4 days	14.0 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.8 to 1	18.4 to 1	18.6 to 1
Prime instructional time	93.1%	Up from 86.2%	89.4%	89.7%
Dollars spent per pupil*	\$3,817	Down 33.8%	\$6,326	\$6,557
Percent of expenditures for teacher salaries*	54.7%	Down from 65.7%	63.8%	64.0%
Percent of expenditures for instruction*	70.2%		69.0%	69.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	94.3%	Down from 98.1%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Walker-Gamble Elementary School offers a broad range of learning and developmental activities to all of our students from our four-year-old kindergarten classes to our fifth grade students. Our school theme for the past year was, "A learning roundup in 2005-2006." Our yearly themes focus on various settings in the world, differing cultures, artwork, and classroom units. Hence, themes are another way we provide platforms for learning. We seek and strive to foster the intellectual ability of each child, and we work towards helping students with their personal, social and emotional growth as well. Our work focuses on the total child and his or her environment. Lessons, goals and courses of study are standards-based at every grade level in accordance with the state's reach for greater performance and accountability. Teachers, assistants and support staff are diligent in their efforts to provide a high quality education.

The development of a quality education is incomplete without the development of good character and citizenship. We make concentrated attempts in character development and in involving family members in the child's education. We believe this is the way to make learning the most meaningful and the most lasting. Parents and other community members are encouraged to visit our school and get involved. .

It is our genuine intent that every child receives the best that we have to offer in helping him or her become well-rounded, happy and productive individuals.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	76	36
Percent satisfied with learning environment	95.0%	87.7%	97.1%
Percent satisfied with social and physical environment	100.0%	94.6%	91.4%
Percent satisfied with school-home relations	92.3%	92.1%	88.6%

*Only students at the highest elementary school grade level at this school and their parents were included.